

Textbook Alignment to the Utah Core – Drawing

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Drawing Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Making): Students will assemble and create drawings by manipulating art media and by organizing images with the elements and principles.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)

Coverage in Ancillary Material (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

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| Objective A: Refine techniques and processes in a variety of media. | | | | |
| • | Experience and control a variety of media, including current arts-related technologies. | | | |
| • | Select and analyze the expressive potential of drawing media, techniques, and processes. | | | |
| • | Practice safe and responsible use of art media, equipment, and studio space. | | | |
| Objective B: Create drawings using art elements and principles. | | | | |
| • | Create expressive drawings using art elements, including line, shape, form, value, contour, and perspective. | | | |
| • | Create expressive works of art using principles to organize elements, including mood, emphasis, and unity. | | | |
| STANDARD II: (Perceiving): Students will find meaning by analyzing, criticizing, and evaluating drawings. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective A: Critique drawings. | | | | |
| • | Analyze drawings regarding use of art elements and principles. | | | |
| • | Examine the functions of drawing. | | | |
| • | Interpret drawings. | | | |
| Objective B: Evaluate drawings. | | | | |
| • | Analyze and compare drawings using a variety of aesthetic approaches. | | | |
| • | Evaluate drawings based on their forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and | | | |

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| | aesthetic significance. | | | |
| STANDARD III: (Expressing): Students will create meaning in drawings. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective A: Create content in drawings. | | | | |
| • | Identify subject matter, metaphor, themes, symbols, and content in drawings. | | | |
| • | Create drawings that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content. | | | |
| • | Create divergent, novel, or individually inspired applications of art media or art elements and principles that express content. | | | |
| Objective B: Curate drawings ordered by medium and content. | | | | |
| • | Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content. | | | |
| • | Exhibit drawings selected by themes such as mastery of a medium, Core objectives, and significant content. | | | |
| STANDARD IV: (Contextualizing): Students will find meaning in drawings through settings and other modes of learning. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective A: Align drawings according to history, geography, and personal experience. | | | | |

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| • | Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque. | | |
| • | Analyze the impact of time, place, and culture on drawings. | | |
| • | Evaluate own relationship with drawings from various periods in history. | | |
| Objective B: Synthesize drawing with other education subjects. | | | |
| • | Integrate drawing with dance, music, and theater. | | |
| • | Explore how drawing can be integrated across disciplines. | | |
| Objective C: Evaluate the impact of drawing on life outside of school. | | | |
| • | Examine careers related to drawing. | | |
| • | Predict how drawing can add quality to life and lifelong learning. | | |